

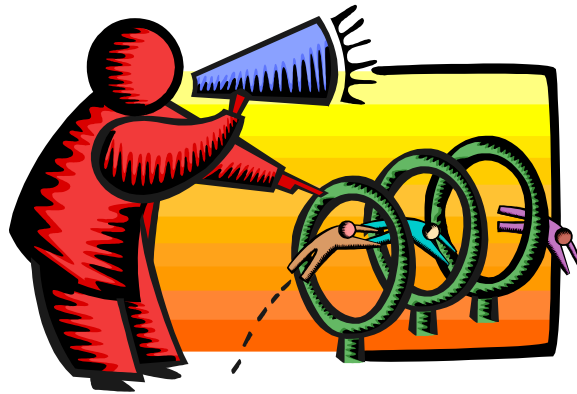


**Pacific Leadership Academy
IAP Reference Guide**

Pacific Leadership Academy

IAP Reference Guide

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Overview

The Pacific Leadership Academy is designed to help the Fellows transfer theory to reality. Applying the targeted leadership competencies is an essential component of both the Senior Leaders and Emerging Leaders programs. Individual Action Plans (IAPs) provide an opportunity for Fellows to practice their skills as they apply the competencies to their own organization and work environments.

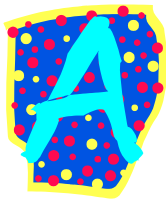
Seasoned leaders have volunteered to serve as Consultants to assist the Fellows with their IAPs. The Consultant/Fellow relationship is a unique and special one. Consultant/Fellow assignments are determined per grade, experience and organization. To facilitate confidentiality, Consultants must serve in different government organizations from their assigned Fellows. Unencumbered by positional or organizational authority, the Consultants and Fellows are free to develop a candid, constructive and personal relationship.

Consultants will guide their Fellows throughout the IAP process. During the planning phase, Consultants will help their Fellows to define a reasonable scope for their projects, to focus on measurable outcomes and to demonstrate a return-on-investment (ROI). Consultants provide an invaluable and objective perspective since they serve outside the Fellow's organization. Fellows are encouraged to communicate regularly during the implementation and analysis of each action plan. Consultants provide specific feedback to their Fellows and evaluate the completed IAP (pass/fail). The final IAP is then forwarded to the Federal Executive Board (FEB) Representative and the Consultant Cadre Leader. The final IAPs are recorded to satisfy the Academy's accreditation requirements.

In addition, Consultants will evaluate their Fellows' final research papers according to the given criteria for each program. The final research papers describe the Fellow's leadership development experience by integrating the content from all the classes and the learnings from the IAPs. To graduate, each Fellow must successfully complete all their program's classes, all of their required IAPs and the final research paper.

The involvement of Consultants is a unique feature of the Academy. It affords the opportunity for Fellows to work closely with successful leaders, to enhance the practical value of the Academy experience and to expand their professional network.

Individual Action Plan (IAP) Process



Academy
Action
Application
Accountability
Accreditation

Purpose:

- To apply and evaluate competencies learned
- To achieve tangible outcomes
- To provide mechanisms for measuring ROI
- To ensure accountability
- To satisfy accreditation (ACE) requirements

Requirements:

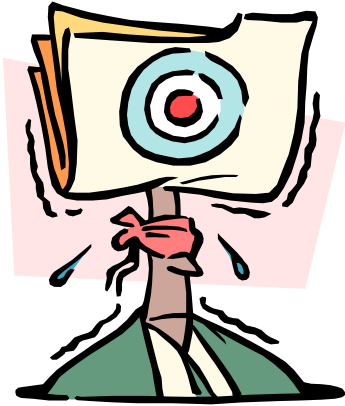
- 1 Action Plan after each class
 - Senior Leaders Program = 3 IAPs
 - Emerging Leaders Program = 2 IAPs
- 1 Final Research paper required at conclusion of each program
 - 8-10 (max) pages; 12 pitch font; single space; double space paragraphs
 - Format: Address competencies, learnings, IAP results
 - Introduction/Background
 - Description of key themes (projects, issues, events, IAPs)
 - Outcomes
 - Summary
 - References (course materials, articles, books, media)

Schedule:

- Specific IAP due dates determined for each program
- Initial (Draft) IAP submitted to Consultant one week following class
- Final IAP submitted to Consultant four/five weeks later
- Final evaluated IAP submitted to FEB/ Consultant Cadre Coordinator
- Research paper submitted to Consultant after last IAP
- Evaluated research paper submitted to FEB/Consultant Cadre Coordinator prior to Academy graduation

Grading Criteria (Pass/Fail)

- Timeliness
- Clear Written Communication
- Demonstration of Leadership Competencies
- Value added to the Individual Fellow and their organization



Recommendations for Consultants and Fellows

Guidelines for IAPs:

- Balance three needs:
 - Ensuring a "safe" learning experience
 - Making a difference (improvement)
 - Getting measurable results
- Be fluid with application of competencies
- Focus first on desired outcomes (*Keep the end in mind!*)
- Establish measures for success at the beginning of the action plan
- Select/design projects carefully for size and complexity
 - Avoid seduction of "big win"
 - Focus on small projects (or complete 1 large project in phases)
 - Use the KISS principle ("*Keep it simple and sane!*")
 - Solicit supervisor/management for ideas and support
- Use a subtle approach to gain 'buy-in'
 - Avoid "head-on" confrontations
 - Review requests for help within organization
 - Test strategies with Consultant first, then implement
- Consider measuring the effectiveness of the project using cost avoidance, time on task, and return on investment
- Apply findings from self-assessment instruments; use feedback as a baseline for assessing personal development through program



Demonstrating & Measuring Results

Measurement Strategies

- Identify business/organizational issue
- Pinpoint desired outcome(s)
- Define measures based on organization's goals and success factors
- Demonstrate correlation between IAP intervention and results
- Be compelling versus seeking absolute proof

Method	Definition	Strategy
Cost Avoidance	Assess the cost savings resulting from the IAP project.	<p>Compare potential costs with actual costs (i.e. before and after IAP).</p> <p>Consider projects that will relieve your organization from other costs. Example: Conducting an in-house seminar rather than sending personnel to a commercial training event.</p>
Time on Task	Assess impact by measuring the amount of time spent on tasks valued by organization.	<p>Projects may lower costs or increase results by removing time-wasting activities.</p> <p>Example: Measure percentage of time spent on desired tasks before, then after IAP intervention.</p>
Return on Investment	ROI measures bottom-line impact (reduced costs, increased revenue) compared with the cost of achieving the improvement.	<p>Measure the value of an investment (IAP) compared with the cost of making the investment (IAP).</p> <p>Example: Installing a piece of equipment that enables the organization to complete a process more efficiently.</p>



Feedback Essentials for Consultants and Fellows

Feedback is the process of giving accurate information about the impact of someone's behavior on you and other people and/or the completion of a task (IAP). Genuine and constructive feedback helps to change behavior, improve performance, and reinforce desired behavior. Effective feedback should:

- Motivate the receiver to continue effective behavior
- Supply information to help solve a problem
- Enable a person to become more productive

Tips for giving feedback:

1. Present the information in terms of the relevant situation, the recipient's behavior, and the impact of the behavior on others and/or the task.
2. Present facts and observations; discuss possible perceptions and reactions.
3. Offer suggestions as to what might be done differently.
4. Avoid loaded terms likely to produce emotional or defensive reactions.
5. Avoid issues over which the person has little or no control. Give information that will help improve or plan alternative actions.
6. Check for understanding.

When you receive feedback, do not over react. Remember, the information is about past behavior—not current or future behavior. Consider constructive feedback as a genuine compliment as it demonstrates the giver's interest and investment in the performance of the intended receiver.

Tips for receiving feedback:

1. Listen carefully.
2. Remain open and mentally note questions or disagreements.
3. Check your understanding by paraphrasing what you hear.
4. Ask questions for clarification. Request examples. Paraphrase the answers.
5. Evaluate the accuracy of the information and its potential value.
6. Gather additional information from other sources; observe your behavior and other's reactions.

Feedback Planning Sheet

Use this form to help shape your feedback skills during the IAP process. Apply the tips for giving and receiving feedback.

Key Steps/Actions	Specific Behaviors	Strengths	Recommendations
P State the purpose of your feedback.			
O Describe your observations.			
R Describe your reactions.			
R Allow receiver to respond.			
S Offer specific suggestions. Check for understanding. Agree on an action plan.			
S Summarize and express your support.			

Consultants will provide specific feedback on the given criteria for each IAP and will elaborate on two main themes:

1. What went well?
2. What would/could you do differently next time?

Questioning for Quality Thinking

During the IAP process, Consultants and Fellows will challenge myriad perspectives and explore various leadership strategies. The following matrix provides examples of questions that will generate a range of inquiries.

Level	Description	Examples
Knowledge	Identification and recall of information	Who? What? Where? When? How? Describe...
Comprehension	Organization and selection of facts and ideas	Retell _____ in your own words. What is the main idea of ____?
Application	Use of facts, rules, principles	How is ____ an example of ____? How is ____ related to ____? Why is ____ significant?
Analysis	Separation of a whole into component parts	What are the parts or features of ____? Classify ____ according to ____? Outline or diagram ____? How does ____ compare/contrast with ____? What evidence can you present for ____?
Synthesis	Combination of ideas to form a new whole	What would you predict/infer from ____? What ideas can you add to ____? How would you create/design a new ____? What might happen if you combined ____ with ____? What solutions would you suggest for ____?
Evaluation	Development of opinions, judgments, or decisions	Do you agree ____? What do you think about ____? What is the most important ____? Prioritize ____ according to ____? How would you decide about ____? What criteria might you use ____?



Coaching Strategies

"The primary responsibility of a coach is to help team members maneuver over the hurdles as they learn new skills."

Clayton R. Lloyd

The Consultant/Fellow relationship is special. The Consultant is neither a boss nor a peer. Since Consultants work in different organizations from their Fellows, they are free of supervisory requirements. Consultants serve as a neutral resource and an unbiased "sounding board" to help the Fellows apply their leadership competencies. Frequently, Consultants will perform as the Fellow's coach and will address three important functions:

To Inform

- Set specific expectations with their Fellows
- Discuss how things may be accomplished
- Establish dates and times for performance
- Help define an appropriate scope for the IAP
- Review measurement strategies

To Inspire

- Invite the Fellow to share their learnings and experiences
- Discuss the benefits and barriers of the Fellow's IAPs
- Help link IAP objectives to organizational objectives
- Encourage the Fellow to try new skills and strategies
- Motivate! Motivate! Motivate!

To Implement

- Clarify expectations
- Set specific times/dates for follow-up
- Review deadlines for performance
- Assist in documenting findings and measuring results
- Hold the Fellow accountable

KEY OPM LEADERSHIP COMPETENCY DEFINITIONS FOR SENIOR LEADERSHIP PROGRAM

LEADING PEOPLE

1. **Interpersonal Skills** - Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.
2. **Team Building** - Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding and guiding employees.
3. **Customer Service** - Balancing interests of a variety of clients; readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the need of clients; achieves quality end-products; is committed to continuous improvement of services.
4. **Integrity/Honesty** - Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.
5. **Conflict Management** - Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.
6. **Leveraging Diversity** - Recruits, develops and retains a diverse high quality work force in an equitable manner. Leads and manages an inclusive work force that maximizes the talents of each person to achieve sound business results. Respects, understands, values and seeks out individual differences to achieve the vision and mission of the organization. Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity.

LEADING ORGANIZATIONS

7. **Creativity and Innovation** - Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.
8. **Flexibility** - Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.
9. **Resilience** - Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.
10. **Problem Solving** - Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.
11. **Influencing/Negotiating** - Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations.
12. **Human Resource Management** - Assesses current and future staffing needs based on organizational goals and budget realities. Using merit principles, ensures staff are appropriately selected, developed, utilized, appraised and rewarded; takes corrective action.

LEADING FOR RESULTS

13. **Vision** - Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.
14. **Strategic Thinking** - Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.

15. **External Awareness** - Identifies and keeps up to date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how best to be positioned to achieve a competitive business advantage in a global economy.
16. **Accountability** - Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans; focuses on results and measuring attainment of outcomes.
17. **Entrepreneurship** - Identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks; initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.
18. **Partnering** - Develops networks and builds alliances, engages in cross-functional activities; collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.

KEY OPM LEADERSHIP COMPETENCY DEFINITIONS
FOR
EMERGING LEADERS COURSE

PERSONAL LEADERSHIP

1. **Interpersonal Skills** - Considers and responds appropriately to the needs, feelings and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.
2. **Team Building** - Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.
3. **Oral Communication** - Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication.
4. **Influencing/Negotiating** - Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations.
5. **Resilience** - Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.
6. **Leveraging Diversity** - Recruits, develops and retains a diverse high quality work force in an equitable manner. Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results. Respects, understands, values and seeks out individual differences to achieve the vision and mission of the organization. Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity.

LEADING THROUGH OTHERS

7. **Creativity and Innovation** - Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.
8. **Flexibility** - Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.
9. **Continual Learning** - Grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.
10. **External Awareness** - Identifies and keeps up to date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how best to be positioned to achieve a competitive business advantage in a global economy.
11. **Problem Solving** - Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.
12. **Influencing/Negotiating** - Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations.

Individual Action Plan (IAP)

Senior and Emerging Leaders Program

(SL)
Senior Leader
☐

(EL)
Emerging Leader
☐

IAP #
Draft ☐ Final ☐

Name			
Agency			
Class Session - Indicate name of session	Session 1	Session 2	Session 3
Supervisor	Name:		Telephone #:
Consultant	Name:		

COMPETENCIES (check those relevant to this class/IAP)					
	SL	EL		SL	EL
Interpersonal Skills			Problem Solving		
Team Building			Leveraging Diversity		
Customer Service			Human Resources Management		
Integrity/Honesty			Vision		
Conflict Management			Strategic Thinking		
Influencing/Negotiating			External Awareness		
Creativity and Innovation			Accountability		
Flexibility			Entrepreneurship		
Resilience			Partnering		
Continual Learning			Oral Communication		
Resilience					

Part 1 - PLANNING PHASE

a) Project Title:

Individual Action Plan (IAP)

Senior and Emerging Leaders Program

- b) Describe the background and current issues relevant to the project (the what and the why):
- c) What are your objectives? (Specific, Measurable, Accountable, Realistic, Timely)
- d) Develop an action plan (what, with whom, when, where, how) for approximately 4-6 week period and describe how these actions would demonstrate at least two (2) of the competencies listed above.

Part 2 - IMPLEMENTATION & RESULTS PHASE
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- a) What happened when you implemented your action plan? What were the results?

Part 3 - ASSESSMENT PHASE

- a) What went well? (Impact on Organization)

Individual Action Plan (IAP)
Senior and Emerging Leaders Program

b) In retrospect, would you have done anything differently?

Part 4 - REFLECTION PHASE

Use the following questions to help guide your reflection of the situation/project:

a) What concepts, principles and/or approaches have you learned from this project?

b) What new information did you acquire that changed your knowledge and understanding of the project/situation?

c) What have you learned about yourself in terms of leadership that might be useful to you in the future.

**Individual Action Plan (IAP)
Senior and Emerging Leaders Program**

MENTOR'S COMMENTS (OPTIONAL)

SUPERVISOR'S COMMENTS

IAP CONSULTANT'S COMMENTS

IAP REVIEWED AND DISCUSSED:

Supervisor's Review: ☐ Yes ☐ No Date:

Mentor's Review: (optional) ☐ Yes ☐ No Date:

IAP Consultant's Review: ☐ Yes ☐ No Date: